



**THEMATIC DEVELOPMENT OF READING TEXTS
IN "ENGLISH ZONE TEXTBOOK" OF ELEVENTH GRADE
OF SENIOR HIGH SCHOOL**

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UNIVERSITY OF MURIA KUDUS
2011/ 2012**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
In English Education**

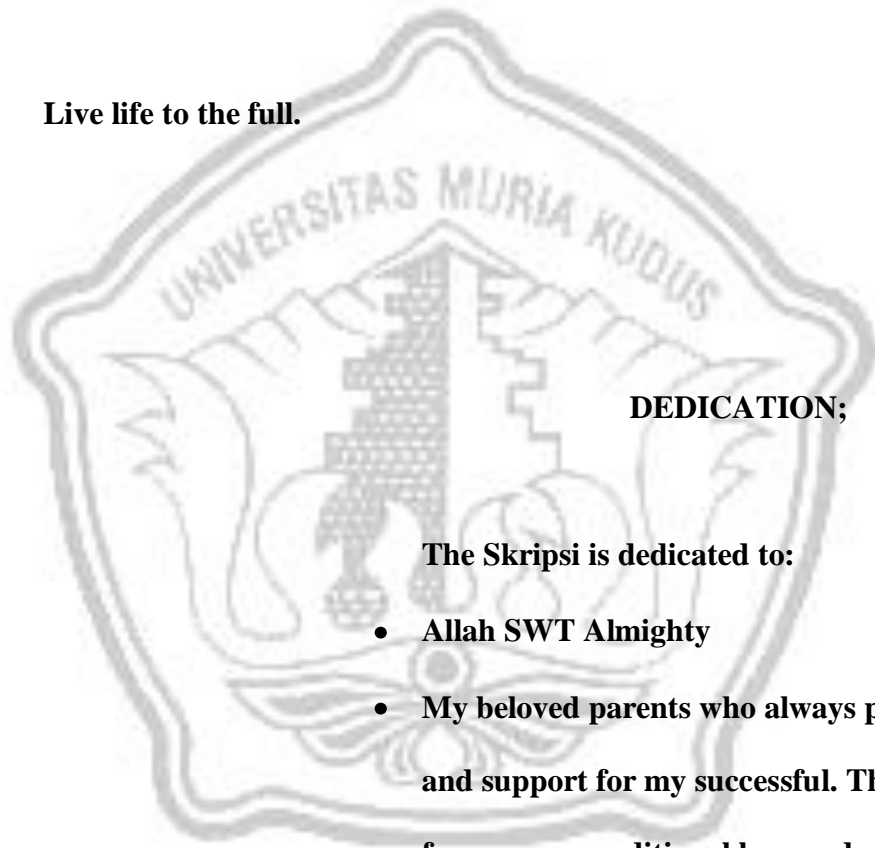
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MOTTO AND DEDICATION

MOTTO

- **Use every week as a spirit to do the final project, even at once per day only.**
- **Love your job, and then you don't have to feel work a day in your life.**
- **Live life to the full.**



DEDICATION;

The Skripsi is dedicated to:

- **Allah SWT Almighty**
- **My beloved parents who always pray and support for my successful. Thanks for your unconditional love and support.**
- **“Anton Johan FridrichPrins” who always supports, cares, motivates and advice me to finish this skripsi.**
- **All of my friends who support me.**

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Thematic Development of Reading Texts in "English Zone Textbook" of Eleventh Grade of Senior High School has been approved by the thesis advisors for further approval by the Examining Committee.

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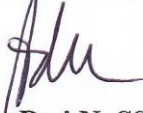
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ACKNOWLEDGMENT

There will never be another greatest thank except to Allah SWT, the Almighty, for remarkable blessing and mercy to me, so that this skripsi entitled Thematic Development of Reading Texts in “English Zone Textbook” of Eleventh Grade of Senior High School is able to be accomplished.

The skripsi is not merely my own, because it has been greatly improved by some great people around me who suggested and guided me by giving comments and advised to make it better. One point is this skripsi is arranged to fulfill the one of requirements for completing the Sarjana Program. Therefore, I would like to express my great gratitude to the:

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2. Fitri Budi Suryani, S.S, M. Pd, the Head of English Education Department.
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5. My beloved parents who always pray and give support for successful, thanks for unconditional love and support.
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7. All of people who support to finish this skripsi.

There is no other greatest thing in writing this skripsi than avoiding temptation of being perfect. Therefore, suggestions from readers will be fully appreciated and always waited. I do expect that this skripsi will be useful for those, especially who are in field of education and want to learn more about English.

Last but not least, thanks for everybody who are involved in the process of composing this skripsi to make it better.



Kudus, May , 2012

TutikIsma

ABSTRACT

Isma, Tutik. 2012. *Thematic Development of Reading Texts in "English Zone Textbook" of Eleventh Grade of Senior High School*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Nuraeningsih, S. Pd, M.Pd, (ii) Drs. Muh. Syafei, M.Pd.

Key words: thematic development, reading texts of "English Zone Textbook"

English is a kind of language that to be the center of any languages in the world. It has a meaningful for every word that comes out from human mind. English textbook is quit important for all over schools in the world. Schools need to have a textbook in order to help the students easier to get through English knowledge.

This study is aimed at analyzing thematic development of reading texts in "English Zone textbook" of eleventh grade of senior high school. Here, I analyze six texts from five types of texts in "English Zone textbook", in order to the research is not too wide. Therefore, I take one of the texts from each type of text as the representative.

This is a qualitative descriptive study. The data were collected by analyzing the thematic development of reading texts in "English Zone textbook" of eleventh grade of senior high school. The texts are; one report text, two narrative texts, one analytical exposition text, one spoof text, and one hortatory exposition text. I analyze and describe based on what (Gerot and Wignel) and (Eggs) particularly exemplified.

The results shows that the thematic development of reading texts in "English Zone textbook" of eleventh grade of senior high school is found 5 types of thematic development.; 18 for re-iterate themes, 5 zigzag themes, 1 multiple theme, 6 blending, and 1 unclear. So, the total of all paragraphs must be 31 paragraphs.

Based on the result, the dominant thematic development is re-iterate or constant or parallel theme that is 18. It means that the writer of "English Zone textbook" mostly develops the texts by using re-iterate or constant or parallel theme which re-iterates the theme to the next theme. It is informative, easier and understandable, especially for the students of eleventh grade of senior high school.

Therefore, the teacher should find a book which contains good texts in thematic development. They can get it by looking at the background of the book or at least looking at the good publisher that has approved by the government. By that, it can facilitate the students in understanding the texts. The teacher should also analyze the thematic development of the texts, in order to know whether the text is understandable or not.

ABSTRAKSI

Isma, Tutik, 2012. *Pengembangan Tema pada Teks Membaca dalam “Buku English Zone” untuk Kelas Sebelas, Sekolah Menengah Atas. Skripsi.* Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Nuraeningsih, S. Pd, M. Pd, (ii) Drs. Muh. Syafei, M. Pd.

Kata kunci: pengembangan tema, teks bacaan di “Buku English Zone”

Bahasa Inggris adalah bahasa yang menjadi pusat pengantar seluruh bahasa di dunia. Bahasa ini memiliki arti luas untuk setiap kata yang datang dari pikiran manusia. Buku bahasa Inggris sangat penting untuk semua sekolah di dunia. Sekolah butuh memiliki buku supaya dapat membantunya untuk mendapatkan pengetahuan bahasa Inggris dengan mudah.

Tujuan dari penelitian ini adalah untuk menganalisis pengembangan tema pada teks bacaan di “Buku English Zone” untuk kelas sebelas, sekolah menengah atas. Dalam hal ini, saya menganalisis 6 teks dari 5 jenis teks di “Buku English Zone”, agar penelitian ini tidak terlalu banyak. Oleh karena itu, saya menganalisis salah satu teks yang mewakili jenis teks.

Penelitian ini adalah penelitian deskriptif kualitatif. Data yang diperoleh yaitu dengan menganalisis pengembangan tema pada teks bacaan di “Buku English Zone” untuk kelas sebelas, sekolah menengah atas. Saya menganalisis enam teks yaitu; satu teks report, dua teks narrative, satu teks analytical exposition, satu teks spoof, dan satu teks hortatory exposition. Saya menganalisis dan mendeskripsikan berdasarkan contoh dari (Gerrot dan Wignel) dan (Egins).

Hasil analisis saya menunjukkan, bahwa pengembangan tema pada teks bacaan di “Buku English Zone” untuk kelas sebelas, sekolah menengah atas ditemukan bahwa ada 18 untuk re-iterate themes, 5 untuk zigzag themes, 1 untuk multiple theme, 6 untuk blending themes, dan 1 untuk unclear themes. Jadi, jumlahnya sesuai dengan jumlah semua paragraph; yakni 31.

Berdasarkan hasil tersebut, yang paling dominan adalah re-iterate atau constant atau parallel theme yaitu; 18. Artinya bahwa penulis “Buku English Zone” mengembangkan teks melalui re-iterate atau constant atau parallel theme, karena informatif, lebih mudah membuatnya dan mudah dipahami, terutama bagi siswa kelas sebelas sekolah menengah atas.

Oleh karena itu, guru sebaiknya menemukan buku yang bagus teksnya. Mereka bisa mendapatkannya dengan melihat latar belakang buku atau paling tidak penerbitnya telah diakui oleh pemerintah. Dengan demikian, akan memudahkan siswa dalam memahami teks. Guru juga sebaiknya menganalisis pengembangan tema pada teks di buku agar dapat mengetahui teks itu mudah dipahami atau tidak.

TABLE OF CONTENTS

	Page
COVER	i
LOGO.....	ii
TITLE.....	iii
MOTTO AND DEDICATION.....	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES	xvii
CHAPTER I INTRODUCTION	
1.1	Backgr
ound of the Research.....	1
1.2	Statem
ent of the Problem.....	3
1.3	Objecti
ve of the Research.....	3
1.4	Signifi
cance of the Research.....	4
1.5	Limitat
ion of the Research.....	5
1.6	Operat
ional Definition	6

CHAPTER II REVIEW TO RELATED LITERATURE

2.1 Thematic Development	7
2.2 Reading Texts	8
2.3 Theme and Rheme	8
2.3.1 Types of Theme	9
2.3.2 Clause as Theme in a Clause Complex	14
2.3.3 Thematic Equatives	15
2.3.4 Predicated Themes	15
2.3.5 Theme and Mood	15
2.3.6 Theme Component	17
2.3.7 Theme and Text	18
2.3.8 Theme and New Information	18
2.3.9 Extending the Notion of Theme to Clause Complex, Paragraph, and Text	19
2.4 Thematic Progression by (Eggins, 1994)	19
2.4.1 The Types of Thematic Progression by Eggins (1994:303-304)	20
2.5 Previous Research	23

CHAPTER III METHOD OF THE RESEARCH

3.1 Design of the Research	25
3.2 Data and Data Source	25
3.3 Data Collection	26

3.4 Data Analysis	26
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CHAPTER IV FINDING OF THE RESEARCH

4.1 The Thematic Development of Reading Texts in “English Zone Textbook” of Eleventh Grade of Senior High School	30
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CHAPTER V DISCUSSION

5.1 Discussion	62
5.1.1 The Discussion of Thematic Development of Report Text in “English Zone Textbook” of Eleventh Grade of Senior High School, on Page 50-51, Entitled “Fish”	62
5.1.2 The Discussion of Thematic Development of Narrative Text in “English Zone Textbook” of Eleventh Grade of Senior High School, on Page 62, Entitled “The Dead Secret”	65
5.1.3 The Discussion of Thematic Development of Narrative Text in “English Zone Textbook” of Eleventh Grade of Senior High School, on Page 69-70, Entitled “Ghost Busters”	70
5.1.4 The Discussion of Thematic Development of Analytical Exposition Text in “English Zone Textbook” of Eleventh Grade of Senior High School, on Page 101, Entitled “Is drinking coffee good for us?”	72
5.1.5 The Discussion of Thematic Development of Spoof Text in “English Zone Textbook” of Eleventh Grade of Senior High	

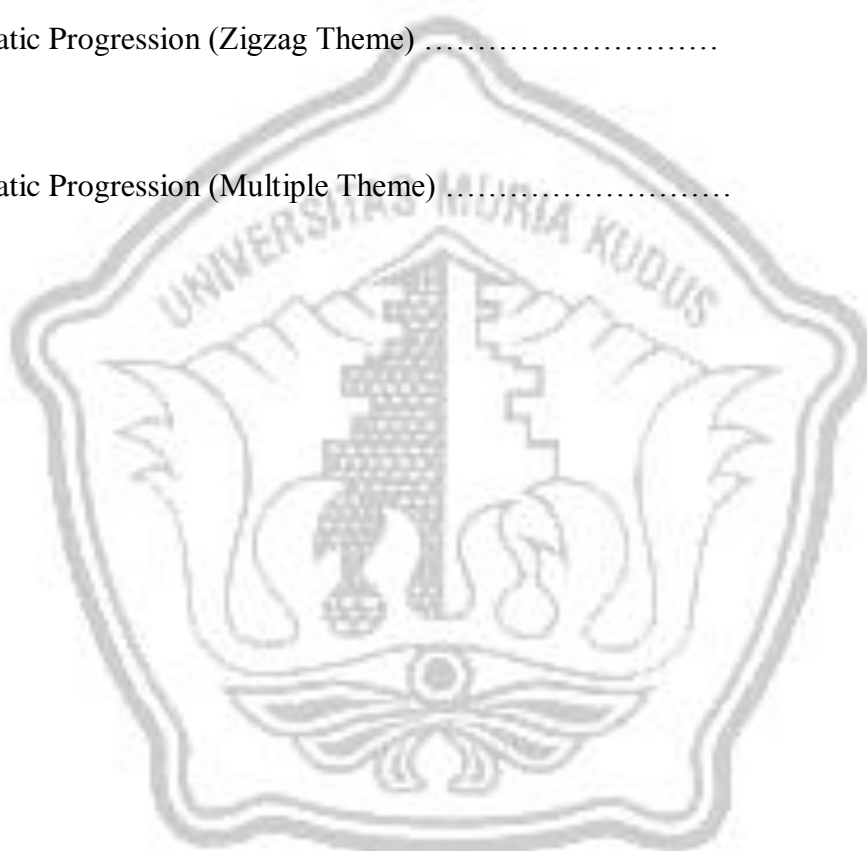
School, on Page 154, Entitled “An Englishman, a Scotsman, and an Irishman”.....	74
5.1.6 The Discussion of Thematic Development of Hortatory Exposition Text in “English Zone Textbook” of Eleventh Grade of Senior High School, on Page 180, Entitled “Making Outcasts”.....	78
5.2 The Frequencies of Thematic Development Used in Reading Texts of “English Zone Textbook” of Eleventh Grade of Senior High School”.....	80
 CHAPTER VI CONCLUSION AND SUGGESTION	
6.1 Conclusion	82
6.2 Suggestion	82
 BIBLIOGRAPHY.....	84
APPENDICES	85
CURRICULUM VITAE	97
STATEMENT	98

LIST OF TABLES

Table	Page
\3.2.1 The Thematic Development of Narrative Text in “English Zone Textbook” on Page 170, Paragraph 1 and 2, Entitled “The Clever Monkey”	28
4.1.1 The Thematic Development of Report Text in “English Zone Textbook” of Eleventh Grade of Senior High School, on Page 50-51, Entitled “Fish”.....	31
4.1.2 The Thematic Development of Narrative Text in “English Zone Textbook” of Eleventh Grade of Senior High School, on Page 62, Entitled “The Dead Secret”	35
4.1.3 The Thematic Development of Narrative Text in “English Zone Textbook” of Eleventh Grade of Senior High School, on Page 69-70, Entitled “Ghost Busters”	43
4.1.4 The Thematic Development of Analytical Exposition Text in “English Zone Textbook” of Eleventh Grade of Senior High School, on Page 101, Entitled “Is drinking coffee good for us?”....	47
4.1.5 The Thematic Development of Spoof Text in “English Zone Textbook” of Eleventh Grade of Senior High School, on Page 154, Entitled “An Englishman, an Irishman, and an Irishman”....	50
4.1.6 The Thematic Development of Hortatory Exposition Text in “English Zone Textbook” of Eleventh Grade of Senior High School, on Page 180, Entitled “Making Outcasts”.....	53
4.1.7 The Types of Thematic Development of Reading Texts in “English Zone Textbook” of Eleventh Grade of Senior High School..... ...	57

LIST OF FIGURES

Figure	Page
1.	Them
atic Progression (Re-iterate Theme)	21
2.	Them
atic Progression (Zigzag Theme)	22
3.	Them
atic Progression (Multiple Theme)	23



LIST OF APPENDICES

Appendix	Page
1. Report Text from “English Zone Textbook”, page 101 “Fish”	R 86
2. Narrative Text from “English Zone Textbook”, page 62 “The Dead Secret”	N 88
3. Narrative Text from “English Zone Textbook”, page 50-51 “Ghost Busters”	N 91
4. Analytical Exposition Text from “English Zone Textbook”, page 101 “Is drinking coffee good for us?”	A 92
5. Poof Text from “English Zone Textbook”, page 154 “An Englishman, a Scotsman, and an Irishman”	S 93
Hortatory Exposition Text from “English Zone Textbook”, page 180 “Making Outcast”	95